

**CELINA CITY SCHOOLS
POLICY AND PLAN
FOR THE IDENTIFICATION AND SERVICE
OF CHILDREN WHO ARE GIFTED**

DEFINITION

“Gifted” means students who perform or show potential for performing at remarkably high levels of accomplishment when compared to others of their age, experience or environment and who are identified under division (A), (B), (C), or (D) of section 3324.03 of the Ohio Revised Code.

DISTRICT IDENTIFICATION PLAN

The district accepts referrals, screens and identifies, or screens and reassesses students who perform or show potential for performing at high levels of accomplishment in the areas of superior cognitive ability, specific academic ability, creative thinking ability, and/or visual and/or performing arts. The district must follow policy and procedures established in Ohio Administrative Code 3301-51-15. These rules specify that assessment instruments must come from the list approved by the Ohio Department of Education.

➤ **Superior Cognitive Ability**

Assessments the district administers that provide for superior cognitive identification (provide at least two for assessment and reassessment purposes):

Cognitive Abilities Test (CogAT) Form 7	ID	Gr. K-1 = 127	Gr. 2-12 = 128
VQN Composite	SCREEN	Gr. K-1 = 126	Gr. 2-12 = 127
InView – A Measure of Cognitive Abilities	ID 128	SCREEN 127	
Naglieri Nonverbal Ability Test – 2nd Edition (NNAT 2)	ID 126	SCREEN 125	
Otis-Lennon School Ability Test – 8 th Edition	ID 126	SCREEN 125	
Wechsler Intelligence Scale for Children, 4 th Edition (WISC-IV)	ID 127	SCREEN 126	
Woodcock-Johnson IV (WJ-IV), Tests of Cognitive Abilities	ID 127	SCREEN 126	

➤ **Specific Academic Ability**

Assessments the district administers that provide for specific academic identification (provide at least two for assessment and reassessment purposes):

Iowa Assessments, Complete Battery, Form E	ID 95 th percentile	SCREEN 94 th %ile
TerraNova, 3 rd Edition, Complete Battery	ID 95 th percentile	SCREEN 94 th %ile
Wechsler Individual Achievement Test (WIAT) – 3 rd Edition	ID 95 th percentile	SCREEN 94 th %ile
Woodcock-Johnson IV, Tests of Achievement NU (Form A or B)	ID 95 th percentile	SCREEN 94 th %ile

➤ **Creative Thinking Ability**

Assessments the district administers that provide for creative thinking identification (provide at least two for assessment and reassessment purposes):

Cognitive Abilities Test (CogAT) Form 7 VQN Composite	ID	Gr. K-1 = 111	Gr. 2-12 = 112
	SCREEN	Gr. K-1 = 110	Gr. 2-12 = 111
InView – A Measure of Cognitive Abilities	ID 112	SCREEN 111	
Otis-Lennon School Ability Test – 8 th Edition	ID 110	SCREEN 109	
Wechsler Intelligence Scale for Children, 4 th Edition (WISC-IV)	ID 112	SCREEN 111	
Woodcock-Johnson IV (WJ-IV), Tests of Cognitive Abilities	ID 112	SCREEN 111	
Gifted and Talented Evaluation Scale (GATES) (Creative Thinking: Section IV)	ID 83	SCREEN 65	
Gifted Rating Scales (GRS) (Creativity Scale)	ID 66	SCREEN 60	
Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) (Creativity: Part II)	ID 51	SCREEN 48	

➤ **Visual and Performing Arts**

Assessments the district administers that provide for visual and performing arts identification (provide at least two for each arts area for assessment and reassessment purposes):

Gifted and Talented Evaluation Scales (GATES) (Section V)	ID 78	SCREEN 57
Gifted Rating Scales (GRS)	ID 66	SCREEN 60
Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) (Visual, Part V; Music, Part VI; Drama, Part VII)	Visual: ID 61 Music: ID 39 Drama: ID 57	SCREEN 59 SCREEN 37 SCREEN 54
Art Advanced Placement Scoring Guidelines (Grades 9-12 only)	ID 5	SCREEN 4
Clark's Drawing Abilities Test (Grades 3-12 only)	ID 9	SCREEN 6
Ohio Department of Education Rubric	Visual: ID 21 Music: ID 18 Dance: ID 26 Drama: ID 20	SCREEN 16 SCREEN 14 SCREEN 20 SCREEN 16
Music Talent Assessment Process (MTAP) Dance Talent Assessment Process (DTAP) Theatre Arts Talent Assessment Process (TTAP)	<i>See publisher's instructions for identification and screening scores</i>	

IDENTIFICATION PROCESS

The district shall provide at least two opportunities each year for assessment in the case of children requesting assessment or recommended for assessment by teachers, parents or other children.

The district ensures there are ample and appropriate scheduling procedures for assessments and reassessment using:

Type of Assessment	Content Area(s)	Grade Level(s)
• Whole-grade tests	IQ	2
• Individually-administered tests	IQ, Math, Reading, Science, Social Studies	K-12, by referral
• Audition, performance	Music, Dance, Drama	K-12, by referral
• Display of work	Art	K-12, by referral
• Exhibition	Art, Music, Dance, Drama	K-12, by referral
• Checklists	Creativity, Art, Music, Dance, Drama	K-12, by referral

Referral

Children may be referred in writing on an ongoing basis, based on the following:

- Child request (self-referral);
- Teacher recommendation;
- Parent/guardian request;
- Child referral of peer; and
- Other (e.g., psychologist, community members, principal, gifted coordinator, etc.)

Upon receipt of a referral, the district will:

- Follow the process as outlined in this brochure; and
- Notify parents of results of screening or assessment and identification within 30 days.

Students referred with permission on file by September 30 will be tested between October 1 and October 31. Students referred with permission on file by February 28 will be tested between March 1 and March 31. Students referred after March 1 will be tested the following fall.

Screening

Students in grade 2 will be screened in math and reading using STAR math and reading. Students that score in the 80th percentile or higher two times will be referred for further assessment in math and/or reading.

The district ensures equal access to screening and further assessment of all district children, including culturally or linguistically diverse children, children from low socio-economic backgrounds, children with disabilities and children for whom English is a second language.

Identification

When the screening assessment has been completed, if the data obtained is from an approved identification instrument and the score meets cut-off scores specified in department of education guidance, the identification decision is made and student’s educational needs are determined. Identification scores remain in effect for the remainder of the student’s K-12 school experience.

Reassessment

When the screening assessment has been completed, if the data is from an approved screening instrument or from an identification instrument on which the student is within a district-specified range below the identification score, re-assessment for possible identification occurs.

Out of District Scores

The district accepts scores, completed within the preceding 24 months on assessment instruments approved for use by the Ohio Department of Education, provided by other schools and/or trained personnel outside the school district.

Transfer

The district ensures that any child transferring into the district will be assessed within 90 days of the transfer at the request of the parent. Parents shall contact the building principal.

Appeal Procedure

An appeal by the parent is the reconsideration of the result of any part of the identification process which would include:

- Screening procedure or assessment instrument (which results in identification);
- The scheduling of children for assessment;
- The placement of a student in any program; and
- Receipt of services.

Parents should submit a letter to the superintendent or designee outlining the nature of the concern. The superintendent or designee will convene a meeting with the parent/guardian, which may include other school personnel. The superintendent or designee will issue a written final decision within 30 days of the appeal. This written notice should include the reason for the decision(s).

DISTRICT SERVICE PLAN

The district ensures equal opportunity for all district students identified as gifted to receive any services offered by the district for which the student meets the criteria. **(Include all formal services provided by the district.)**

District Name for Service	Service Setting	Grade Level	Criteria for Service	Service Provider
	Guidance Services			
Math	Regular Classroom	3	Identified in math and at least a 115 ability score.	GIS
Reading	Cluster Group	4	Identified in reading and at least a 115 ability score.	GIS
Pre-Algebra		7	Identified in math.	

Algebra I		8	Identified in math.	Classroom teacher
Acceleration	Regular Classroom with Acceleration	K-12	The District provides early admission to kindergarten and first grade for students that have gone through the district acceleration process. Gifted ID is needed if this is to count as service. ----- Academic acceleration may involve whole-grade acceleration or individual subject acceleration.	Classroom teacher
	Regular Classroom AP	11-12	Identification in area of service.	AP Teacher
	Regular Classroom PSEO	9-12	Identification in area of service.	CCP Instructor
	Regular Classroom Honors	9-12	Identification in area of service.	Classroom Teacher
	Educational Options			
	Co-teaching Guidance Services			
	Co-teaching Cluster Group			
	Co-teaching Acceleration			
	Co-teaching AP			
	Resource Room/Pull Out			
	Co-teaching Honors			
	Educational Options with GIS			
	Self-Contained Classroom (Whole Grade)			
Advanced Math	Self-Contained Classroom (Single Subject)	4-6	Identified in Math and at least 115 ability score	GIS
Advanced Reading		5	Identified in Reading and at least 115 ability score	GIS
	Other (Use of this option should be rare)			

	<p><i>and is likely to generate a request for additional information.)</i></p>			
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Written Education Plans

When students identified as gifted are reported to parents and the Ohio Department of Education as served, they must have a Written Education Plan in compliance with the *Operating Standards for Identifying and Serving Gifted Students*.

Withdrawal

If at any time a student wishes to withdraw from gifted programs or services the request should be written by the parent or child to the building administrator. If children request to withdraw, parents will be notified.

DISTRICT ENRICHMENT PLAN

Enrichments are activities purposely designed to expose students to a wide variety of disciplines, issues, occupations, hobbies, persons, places and/or events. They may expand the scope of the regular curriculum or introduce topics not covered in the general education program. Any staff member may be the originator of enrichment, and the student audience will vary depending on interest and ability. Enrichments are not reported to the Ohio Department of Education as gifted services.

IDENTIFICATION AND SERVICE PLAN APPROVAL

District identification and service plans must be sent to the Ohio Department of Education as a part of the annual self-report. The department will review the plans within 60 days of submission. Changes in identification and/or service plan procedures must be reported to the Ohio Department of Education immediately upon revision. The department will review and notify the district within 60 days of receipt of revisions.

If you have questions, please call your building principal or
Steve Gladhill or Sarah Poepelman
 at 419-586-8300 ext 3000